

Title of Instructional Materials: Key Curriculum Press "Discovering Algebra"

Grade Level: Algebra I

Summary of Key Curriculum Pres-- "Discovering Algebra"

<p>Overall Rating:</p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: All of the standards are not covered in the text nor are mathematical ideas presented cohesively.</p>	<p>Important Mathematical Ideas:</p> <p><input checked="" type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: The mathematical ideas are presented as primarily isolated ideas. They seem to be trying to integrate technology; however, the real-life contexts are lacking.</p>
<p>Skills and Procedures:</p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: The problem sets are integrated with some mathematical ideas and connections. However, the development of a new idea within a lesson is more just spelled out procedures and steps.</p>	<p>Mathematical Relationships:</p> <p><input checked="" type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: An attempt is made to connect other algebraic concepts to graphing throughout the text, but the connection could be stronger.</p>

Key Curriculum Press
"Discovering Algebra"

- nothing updated since 2007 so not really aligned to Core Standards
- overall, not that impressed w/ examples w/ real-life ties
- F.BF.1b not covered

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the
Common Core State Standards for Mathematics

Traditional Pathway for High School: Algebra I



a project of,
The Charles A. Dana Center
at the University of Texas at Austin

Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

**The Indiana Education Roundtable, The Indiana Department of Education,
and**

The Charles A. Dana Center at The University of Texas at Austin

2010–2011

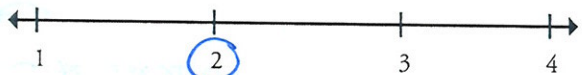
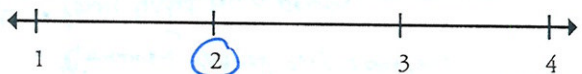
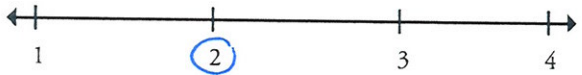
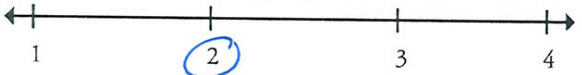
Reviewed By:

ANTHONY VERBONZEN

Title of Instructional Materials: Key Curriculum Press - Discovering Algebra
An Investigative Approach

ALGEBRA I — NUMBER AND QUANTITY (N)

The Real Number System (N-RN)

<p>Extend the properties of exponents to rational exponents.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>N-RN.1</p> <p>Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Power to a power - just integers though - wouldn't call it an extension of pre-algebra knowledge. ; Covered in 1 problem in 1 lesson</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>up. 352</i></p> <p><i>11.5 (Ex 16)</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>Doesn't extend power to a power beyond integer exponents ; Covered in 1 problem to wado end of book</i></p> <p>Overall Rating </p>

The Real Number System (N-RN)

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

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Skills and Procedures

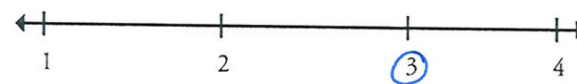
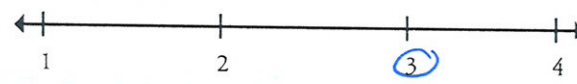
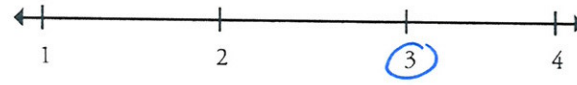
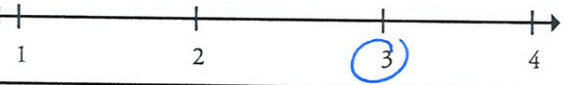
A horizontal number line with arrows at both ends. It has four tick marks labeled 1, 2, 3, and 4 from left to right. The number 2 is circled in blue.

A horizontal number line with arrows at both ends. It has four tick marks labeled 1, 2, 3, and 4 from left to right. The number 2 is circled in blue.

- Power to a Power
- Product to a Power
- Zero & Neg. Exponents
- Multiplying monomials
- Combining Radical expressions
- Power divided by a power
- Quotient to a Power

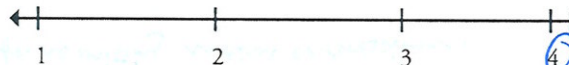
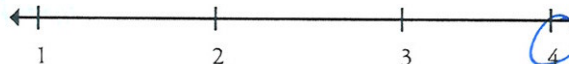

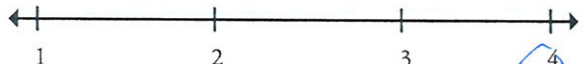
- No real connection to real-life
- ~~no division~~

The Real Number System (N-RN)

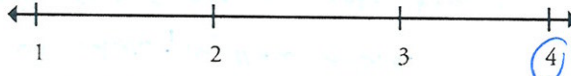
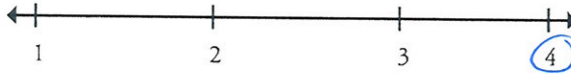
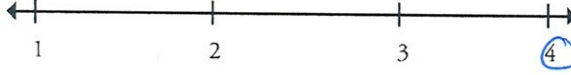
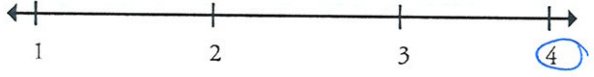
Use properties of rational and irrational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	<p>Important Mathematical Ideas</p>  <p>Skills and Procedures</p>  <p>Mathematical Relationships</p>  <p>Summary / Justification / Evidence</p> <p>9-1: introduces idea of rational & irrational, but nothing about operations under different sets</p> <p>11-5: looks at operations w/ roots</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Mostly covers rules for rewriting radical expressions.</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. 9.1 11.5	Overall Rating
	

Title of Instructional Materials:

Quantities (N-Q)


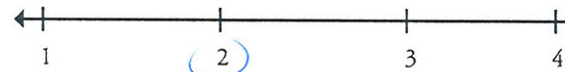
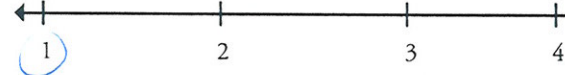

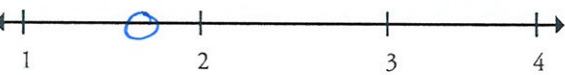
Reason quantitatively and use units to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>N-Q.1</p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p> <p>Note: Foundation for work with expressions, equations and functions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>2.3 2.4 4.1</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence Nice job ... applies to real world</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Quantities (N-Q)

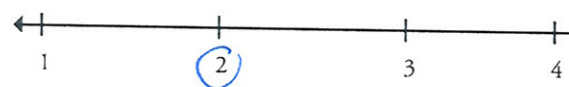
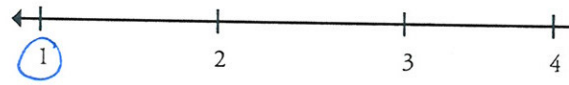
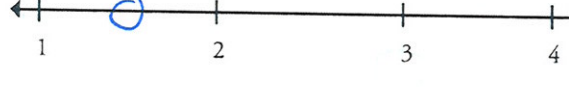
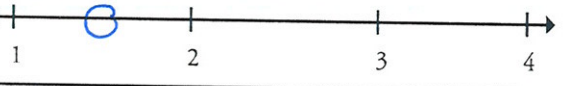
Reason quantitatively and use units to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.* <i>Note: Foundation for work with expressions, equations and functions.</i>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>good job</i></p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>2.1</i>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Title of Instructional Materials: _____

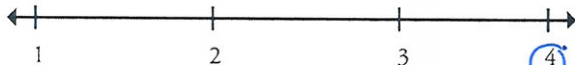
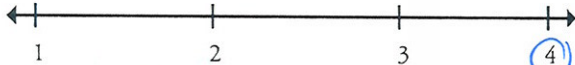
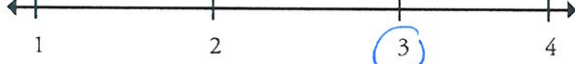
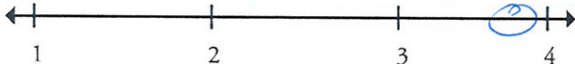
Quantities (N-Q)

Reason quantitatively and use units to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>N-Q.3</p> <p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*</p> <p>Note: Foundation for work with expressions, equations and functions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>1.7</p> <p>2.3</p> <p>5.2</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>  <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><u>questioning; dimensional analysis; systems subst.</u></p> <p>Doesn't really discuss limitations or accuracy other than in the questioning section</p> <p>Overall Rating </p>

Seeing Structure in Expressions (A-SSE)

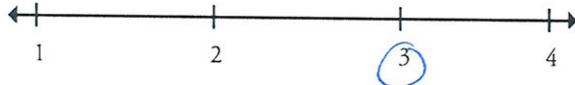
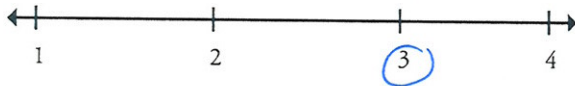
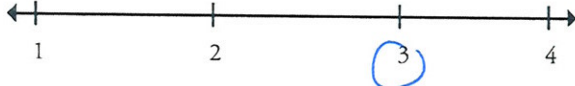
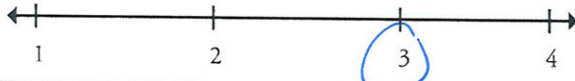
Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-SSE.1a</p> <ol style="list-style-type: none"> 1. Interpret expressions that represent a quantity in terms of its context.* <ol style="list-style-type: none"> a. Interpret parts of an expression, such as terms, factors, and coefficients. <p>Note: Linear, exponential, quadratic.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="margin-top: 20px;"> 2.4 → constant in regards to direct variation 3.2 → linear rel; doesn't discuss parts 6.1 → discusses recursive routines 3.4 9.2 </div>	<div style="margin-bottom: 20px;"> Important Mathematical Ideas  </div> <div style="margin-bottom: 20px;"> Skills and Procedures  </div> <div style="margin-bottom: 20px;"> Mathematical Relationships  </div> <div style="margin-bottom: 20px;"> Summary / Justification / Evidence <i>All terms are covered in glossary but never are they all connected</i> </div> <div style="margin-bottom: 20px;"> Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): </div> <div> Overall Rating  </div>

Seeing Structure in Expressions (A-SSE)

<p>Interpret the structure of expressions.</p> <p>A-SSE.1b</p> <ol style="list-style-type: none"> 1. Interpret expressions that represent a quantity in terms of its context.* <ol style="list-style-type: none"> b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> <p>Note: Linear, exponential, quadratic.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>4.3 6.2 6.6 8.2 8.3 8.4</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <div style="margin-bottom: 10px;"> <p>Summary / Justification / Evidence <i>Nice job overall</i></p> </div> <div style="margin-bottom: 10px;"> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> </div> <div> <p>Overall Rating </p> </div>
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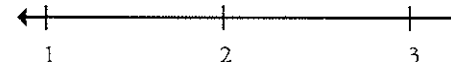

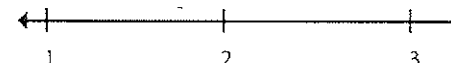
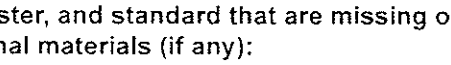
Title of Instructional Materials: _____

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> Note: Linear, exponential, quadratic.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. 9.2 9.3 9.4 9.7	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

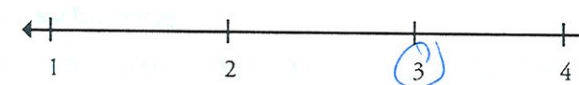
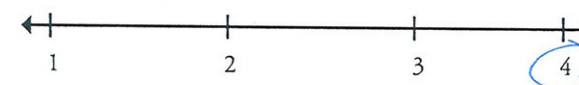
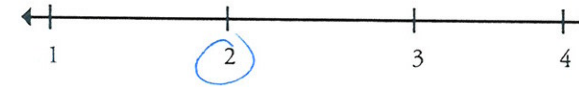
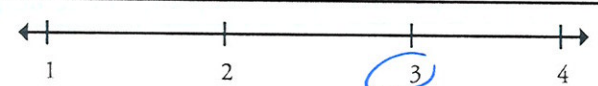
Title of Instructional Materials: _____

Seeing Structure in Expressions (A-SSE)

<p>Write expressions in equivalent forms to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-SSE.3a</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>Note: Quadratic and exponential.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>9.4</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<div>Overall Rating </div>

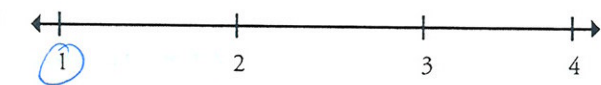
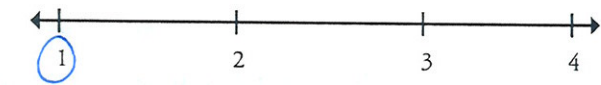
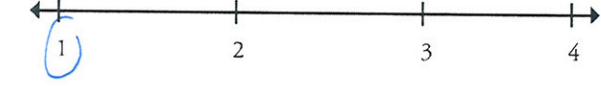
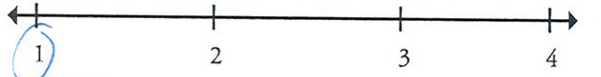
Title of Instructional Materials: _____

Seeing Structure in Expressions (A-SSE)

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-SSE.3b</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>Note: Quadratic and exponential.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>9.6</p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <p>good explanation of how to complete square However</p> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <p>Doesn't discuss the min or max</p> <div>Overall Rating</div> 


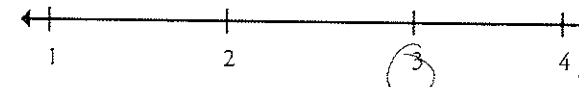
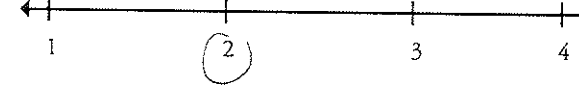
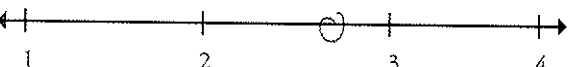
Title of Instructional Materials: _____

Seeing Structure in Expressions (A-SSE)

<p>Write expressions in equivalent forms to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-SSE.3c</p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p>Note: Quadratic and exponential.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>6.3</p> <p>6.5</p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <p><i>Not as much about exponential functions as much as prop & oper w/ exponents</i></p>
	<div>Overall Rating</div> 

Title of Instructional Materials: _____

Arithmetic with Polynomials and Rational Expressions (A-APR)

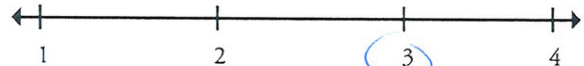
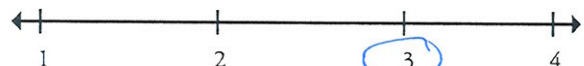
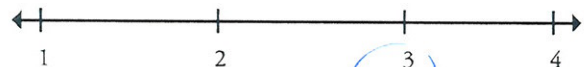
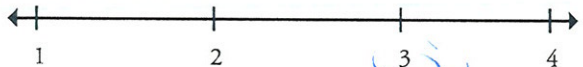
Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-APR.1</p> <p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Note: Linear and quadratic.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>8.6</p> <p>9.3</p> <p>9.6</p> <p>9.8</p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <div>Overall Rating</div> 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA I — ALGEBRA (A)

Creating Equations (A-CED)

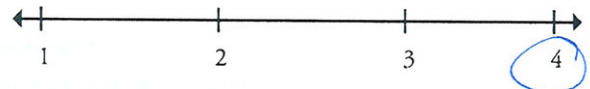
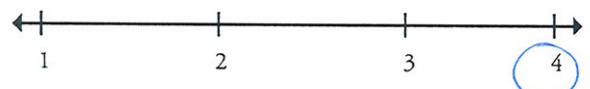
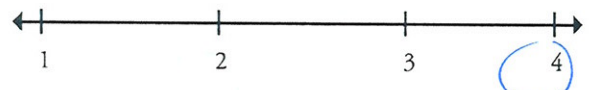
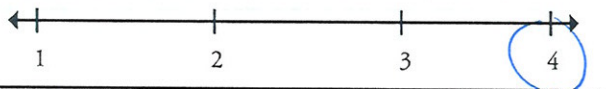
Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-CED.1</p> <p>Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</i></p> <p>Note: Linear, quadratic, and exponential (integer inputs only).</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>2.1 2.2 2.3 2.4 4.3 → probs 4.5 → probs 5.5 9.1</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>exponential func.</p>
	<p>Overall Rating </p>

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA I — ALGEBRA (A)

Creating Equations (A-CED)

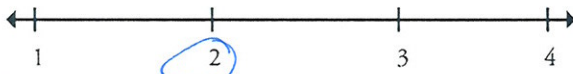
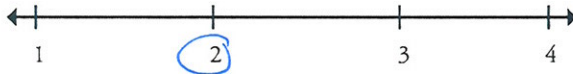
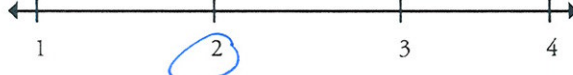
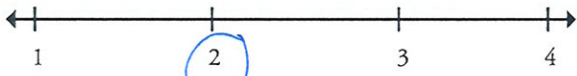
Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* Note: Linear, quadratic, and exponential (integer inputs only).	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Well done!</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Indicate the chapter(s), section(s), and/or page(s) reviewed.

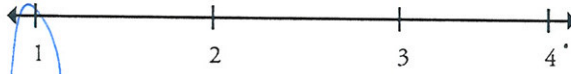
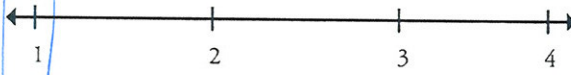
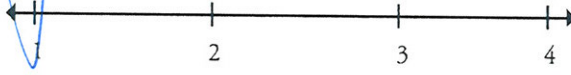
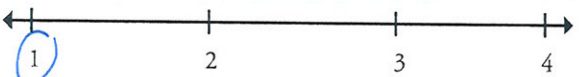
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Title of Instructional Materials:

Creating Equations (A-CED)

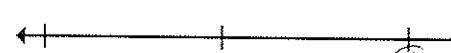
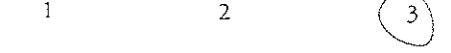

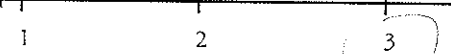
<p>Create equations that describe numbers or relationships.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-CED.3</p> <p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*</i></p> <p>Note: Linear (integer inputs only).</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="margin-top: 20px;"> <p>5.1 5.2 5.3 5.4 5.6 5.7</p> } <i>All systems</i> </div>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p style="color: blue;"><i>Viable vs non-viable</i></p>
	<p>Overall Rating </p>

Creating Equations (A-CED)

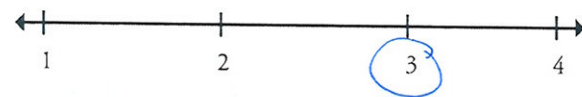
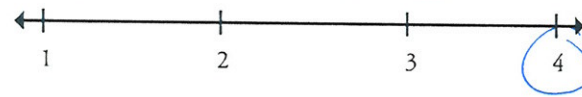
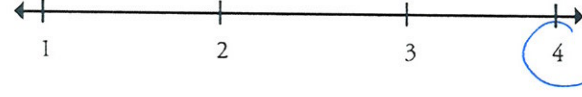
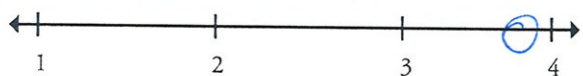
Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>A-CED.4</p> <p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>*</p> <p>Note: Linear, quadratic, and exponential (integer inputs only).</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>2.8 3.6 (Ex II)</p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <p>Summary / Justification / Evidence</p> <p>No special section on solving literal eqs.</p> <hr/> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Literal Eqs</p> <p>Poor!</p> <hr/> <div>Overall Rating</div> 

Title of Instructional Materials: _____

Reasoning with Equations and Inequalities (A-REI)


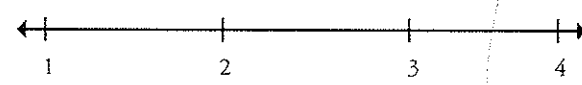
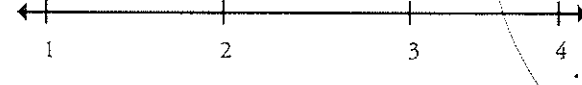
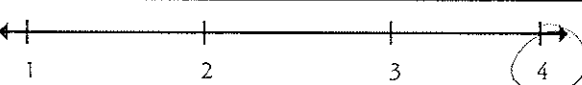
<p>Understand solving equations as a process of reasoning and explain the reasoning.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-REI.1</p> <p>Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>Note: Master linear; learn as general principle.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>4.4 9.1</p>	<p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

Reasoning with Equations and Inequalities (A-REI)

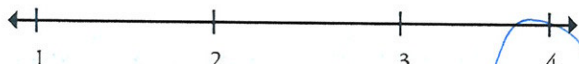
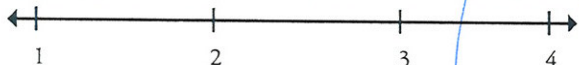
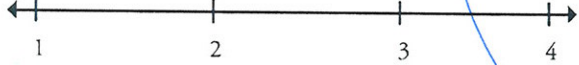
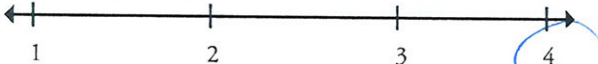
Solve equations and inequalities in one variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Note: Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. 2.8 3.5 3.6 4.2 4.3 4.4 5.5 5.6	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Title of Instructional Materials: _____

Reasoning with Equations and Inequalities (A-REI)

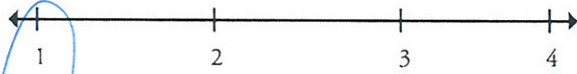
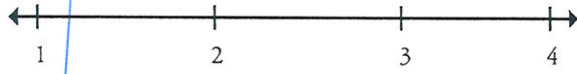
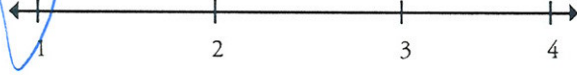
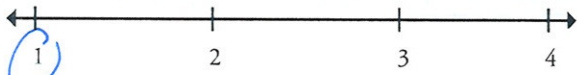
Solve equations and inequalities in one variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-REI.4a	
4. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	Important Mathematical Ideas 
Note: Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.	Skills and Procedures 
	Mathematical Relationships 
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
9.6 9.7	Overall Rating 

Reasoning with Equations and Inequalities (A-REI)

Solve equations and inequalities in one variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-REI.4b 4. Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . <small>Note: Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.</small>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
9.1 9.2 9.3 9.4 9.5 9.6	Overall Rating 

Title of Instructional Materials:

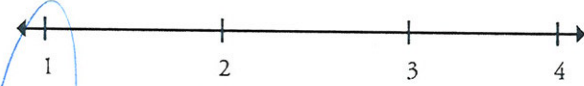
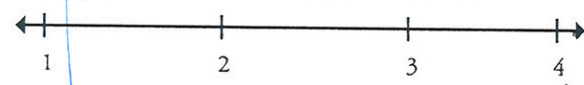
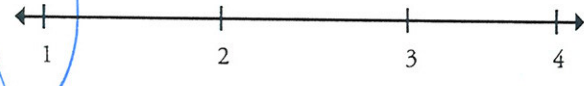
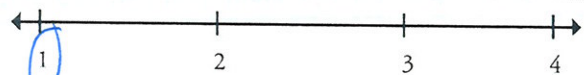
Reasoning with Equations and Inequalities (A-REI)

Solve systems of equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. Note: Linear-linear and linear-quadratic.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>5.3 prob 9</i> <i>Eliminator online program</i>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>Taught as an afterthought + not really included in test</i></p>
	<p>Overall Rating </p>

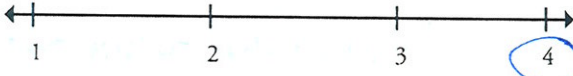
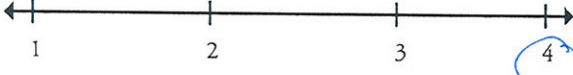
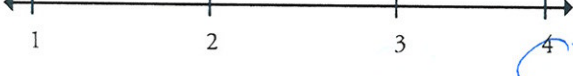
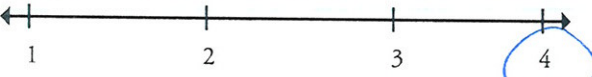
Reasoning with Equations and Inequalities (A-REI)

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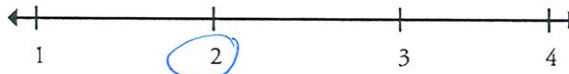

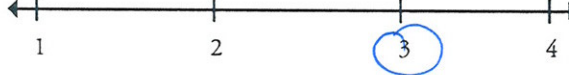
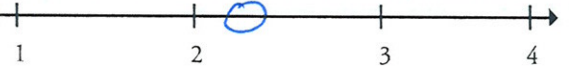
Reasoning with Equations and Inequalities (A-REI)

Solve systems of equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i> <i>Note: Linear-linear and linear-quadratic.</i>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <p>Covered as an afterthought in I prob</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
9.7 prob 11	Overall Rating
	

Reasoning with Equations and Inequalities (A-REI)



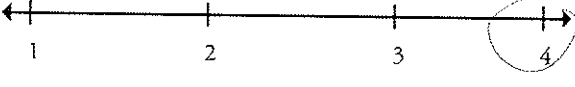

<p>Represent and solve equations and inequalities graphically.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-REI.10</p> <p>Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>Note: Linear and exponential; learn as general principle.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="margin-left: 20px;"> <p>1.7</p> <p>2.4</p> <p>3.4</p> <p>4.7</p> <p>6.2</p> </div>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <div style="margin-bottom: 10px;"> <p>Summary / Justification / Evidence</p> </div> <div style="margin-bottom: 10px;"> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> </div> <div> <p>Overall Rating </p> </div>

Reasoning with Equations and Inequalities (A-REI)

<p>Represent and solve equations and inequalities graphically.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-REI.11</p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</p> <p>Note: Linear and exponential; learn as general principle.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5.1 6.2 9.1</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>No absolute value, exponential, or logarithmic</p>
	<p>Overall Rating </p>

Abstract

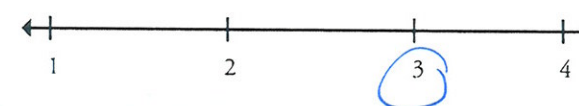
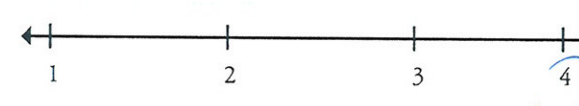
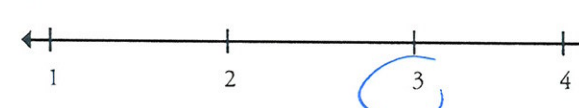
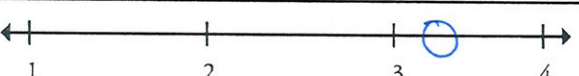
Reasoning with Equations and Inequalities (A-REI)

<p>Represent and solve equations and inequalities graphically.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>A-REI.12</p> <p>Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p> <p>Note: Linear and exponential; learn as general principle.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>5.6</p> <p>5.7</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <div>Overall Rating </div>

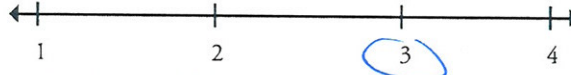
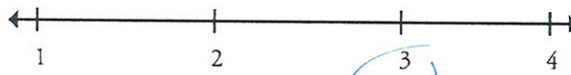
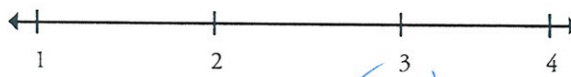
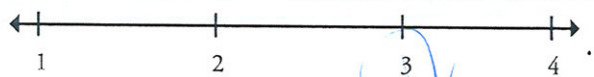
Interpreting Functions (F-IF)

Title of Instructional Materials: _____

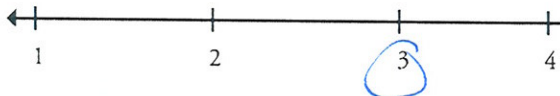


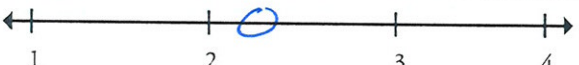
Interpreting Functions (F-IF)

<p>Understand the concept of a function and use function notation.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-IF.2</p> <p>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>Note: Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>7.4 7.5 prob 4 & 11 8.1 prob 11 9.1 prob 5-7 & 9 9.6</p>	<div> <div>Important Mathematical Ideas</div>  </div> <div> <div>Skills and Procedures</div>  </div> <div> <div>Mathematical Relationships</div>  </div> <div> <div>Summary / Justification / Evidence</div> </div> <div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> </div> <div> <div>Overall Rating</div>  </div>

Interpreting Functions (F-IF)

Understand the concept of a function and use function notation.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-IF.3</p> <p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> <p>Note: Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>3.1 6.1</p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div>
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Interpreting Functions (F-IF)

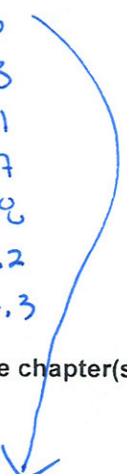
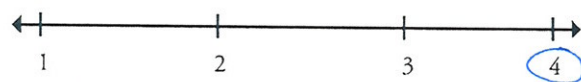
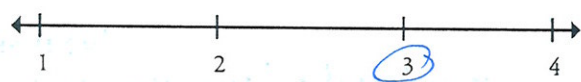
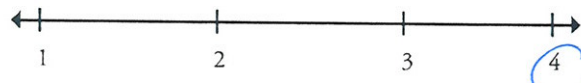
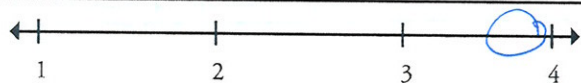
<p>Interpret functions that arise in applications in terms of the context.</p> <p>F-IF.4</p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p> <p>Note: Linear, exponential, and quadratic.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>7.3</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p> <p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Doesn't focus as much on rel max & min; symm; end behavior + periodicity</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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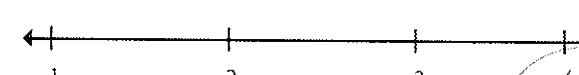

ALGEBRA I — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-IF.5</p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>Note: Linear, exponential, and quadratic.</p> <div style="margin-top: 20px;"> <p>1.6 3.3 6.1 6.7 6.9 7.2 7.3</p>  </div> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Title of Instructional Materials: _____

Interpreting Functions (F-IF)

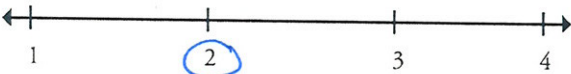
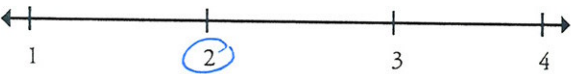
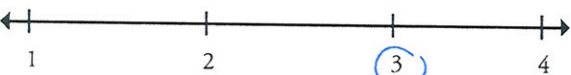

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-IF.6</p> <p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p> <p>Note: Linear, exponential, and quadratic.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>3.5 4.1 4.2 4.3 Ch 4 Review</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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Title of Instructional Materials: _____

ALGEBRA I — FUNCTIONS (F)

Interpreting Functions (F-IF)


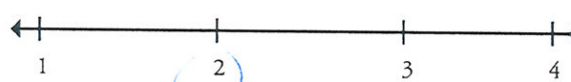
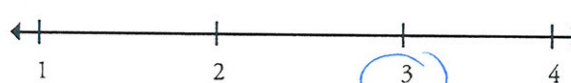
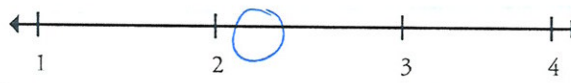
Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7a 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph linear and quadratic functions and show intercepts, maxima, and minima. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>max + min lacking</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>Abs Value step Piecewise</i></p> <p>Overall Rating </p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">3.4</div> <div style="width: 50%;">9.1</div> <div style="width: 50%;">3.5</div> <div style="width: 50%;">9.2</div> <div style="width: 50%;">4.2</div> <div style="width: 50%;">9.3</div> <div style="width: 50%;">6.2</div> <div style="width: 50%;">9.4</div> <div style="width: 50%;">6.7</div> <div style="width: 50%;">9.6</div> </div>	

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Title of Instructional Materials: _____

ALGEBRA I — FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7b 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>No Step or Piecewise</i></p> <p>Overall Rating </p>

Indicate the chapter(s), section(s), and/or page(s) reviewed.

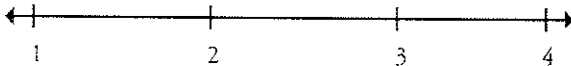


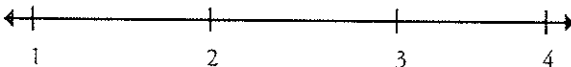
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ALGEBRA I — FUNCTIONS (F)

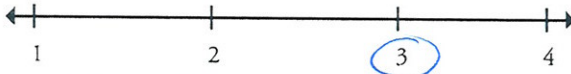
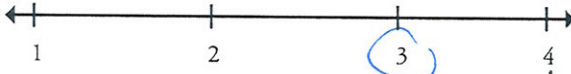
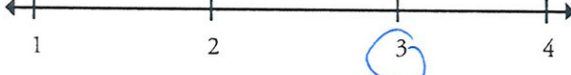
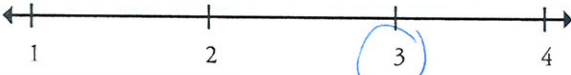
Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.7e 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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Interpreting Functions (F-IF)


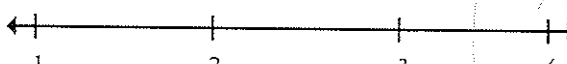
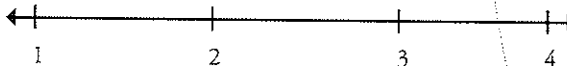

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9.2	3.2
9.3	3.4
9.4	6.1
9.6	6.2
	6.7

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.8b 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{y/10}$, and classify them as representing exponential growth or decay.</i> <i>Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.</i>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
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Interpreting Functions (F-IF)

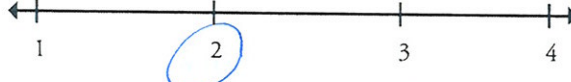
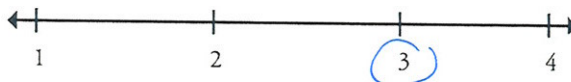
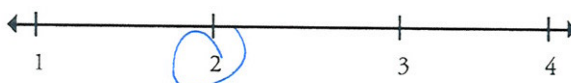

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i> <i>Note: Linear, exponential, quadratic, absolute value, step, piecewise-defined.</i>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
3.2 6.1 9.1 9.4 9.7	Overall Rating 

Reviewed By: _____

Title of Instructional Materials: _____

ALGEBRA I — FUNCTIONS (F)

Building Functions (F-BF)


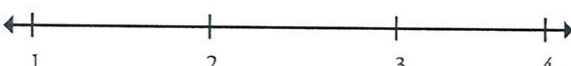
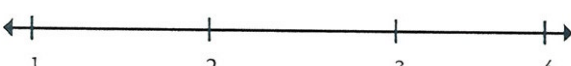
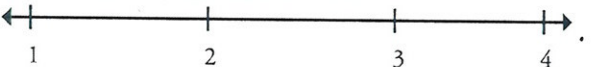
<p>Build a function that models a relationship between two quantities.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-BF.1a</p> <p>1. Write a function that describes a relationship between two quantities.*</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>Note: Linear, exponential, and quadratic.</p> <p>9.1 9.2 9.4 9.5 9.6 9.7</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>just quadratic</p> <p>Overall Rating </p>

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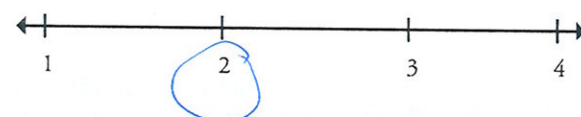

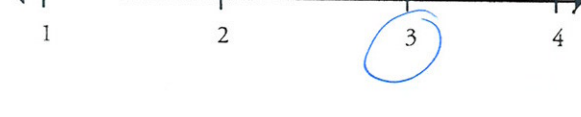

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ALGEBRA I — FUNCTIONS (F)

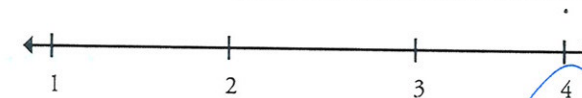
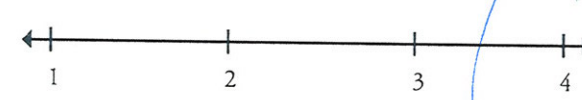
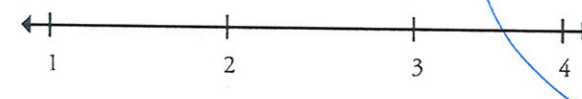
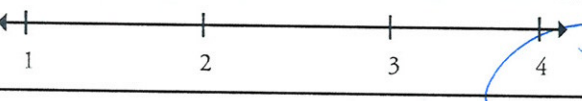
Building Functions (F-BF)

<p>Build a function that models a relationship between two quantities.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-BF.1b</p> <p>1. Write a function that describes a relationship between two quantities.*</p> <p>b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i></p> <p>Note: Linear, exponential, and quadratic.</p> <p><i>NOT COVERED</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Building Functions (F-BF)

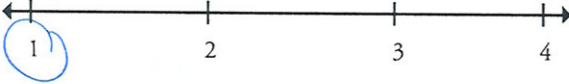
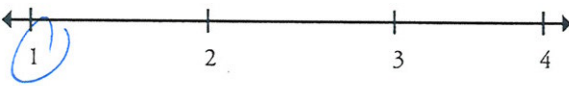
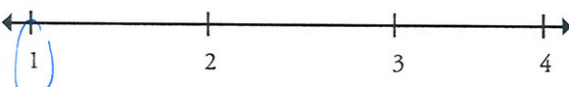
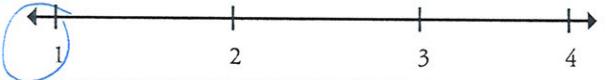
<p>Build a function that models a relationship between two quantities.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-BF.2</p> <p>Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*</p> <p>Note: Linear, exponential, and quadratic.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>3.2 3.4 3.5 6.1 6.2</p>	<div> <p>Important Mathematical Ideas</p>  </div> <div> <p>Skills and Procedures</p>  </div> <div> <p>Mathematical Relationships</p>  </div> <div> <p>Summary / Justification / Evidence</p> </div> <div> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Doesn't look at sequences as much</p> </div> <div> <p>Overall Rating</p>  </div>

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-BF.3</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p> <p>Note: Linear, exponential, quadratic, and absolute value.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="margin-left: 20px;"> 8.2 8.5 8.3 8.4 9.2 </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 35%;">Important Mathematical Ideas</div>  </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 35%;">Skills and Procedures</div>  </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 35%;">Mathematical Relationships</div>  </div> <div style="margin-top: 20px;"> <p>Summary / Justification / Evidence</p> <hr/> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 35%;">Overall Rating</div>  </div>

Title of Instructional Materials: _____

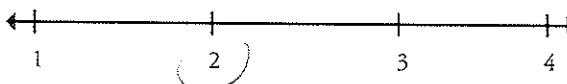


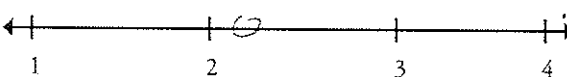
Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-BF.4a</p> <p>4. Find inverse functions.</p> <p>a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</p> <p>Note: Linear only.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Ch 7 Review : Take Another Look 1</p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <p>Not covered in lessons</p> <div>Overall Rating</div> 

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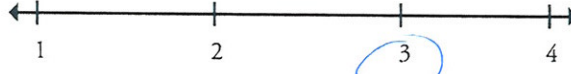
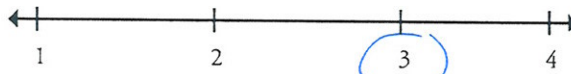
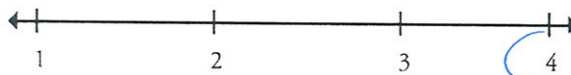
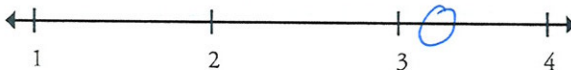
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Linear, Quadratic, and Exponential Models (F-LE)



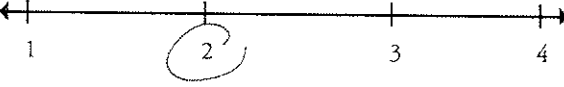
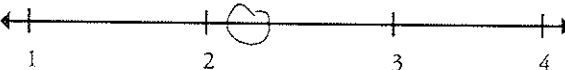
Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-LE.1a</p> <ol style="list-style-type: none"> 1. Distinguish between situations that can be modeled with linear functions and with exponential functions. <ol style="list-style-type: none"> a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.* <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>3.1 6.1</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <div>Overall Rating </div>

Title of Instructional Materials:

Linear, Quadratic, and Exponential Models (F-LE)

<p>Construct and compare linear, quadratic, and exponential models and solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-LE.1b</p> <ol style="list-style-type: none"> 1. Distinguish between situations that can be modeled with linear functions and with exponential functions. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.* <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>3.4 3.5 4.1 4.2</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <div>Overall Rating </div>

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-LE.1c</p> <ol style="list-style-type: none"> 1. Distinguish between situations that can be modeled with linear functions and with exponential functions. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.* <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>6.2 6.3 6.5 6.6 6.7</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <div>Overall Rating </div>

Linear, Quadratic, and Exponential Models (F-LE)

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

3.1	6.2
3.3	6.3
3.4	6.7
3.5	
4.2	

Title of Instructional Materials:

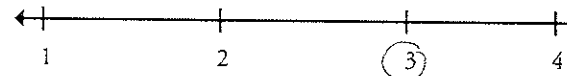
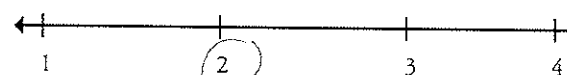

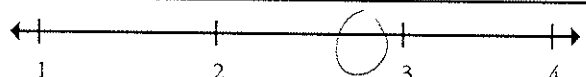
Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	F-LE.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	6.1		
Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	Important Mathematical Ideas		
Skills and Procedures			
Mathematical Relationships			
Summary / Justification / Evidence			
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
Overall Rating			

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Linear, Quadratic, and Exponential Models (F-LE)

<p>Interpret expressions for functions in terms of the situation they model.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>F-LE.5</p> <p>Interpret the parameters in a linear or exponential function in terms of a context.*</p> <p>Note: Linear and exponential of form $f(x) = b^x + k$.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="display: flex; justify-content: space-between;"> 4.1 4.7 </div> <div style="display: flex; justify-content: space-between;"> 4.2 6.1 </div> <div style="display: flex; justify-content: space-between;"> 4.3 6.2 </div> <div style="display: flex; justify-content: space-between;"> 4.4 6.7 </div> <div style="display: flex; justify-content: space-between;"> 4.5 </div>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas</p>  </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures</p>  </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships</p>  </div> <div style="margin-bottom: 10px;"> <p>Summary / Justification / Evidence</p> </div> <div style="margin-bottom: 10px;"> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> </div> <div> <p>Overall Rating</p>  </div>

Title of Instructional Materials: _____

Interpreting Categorical and Quantitative Data (S-ID)

[illegible]

Interpreting Categorical and Quantitative Data (S-ID)

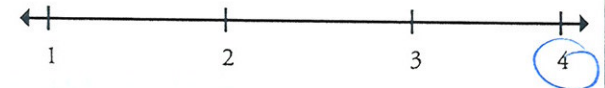
S-ID.2

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

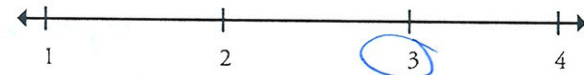
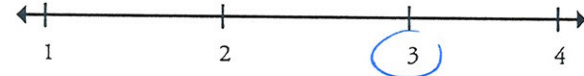
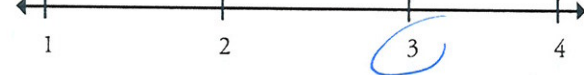
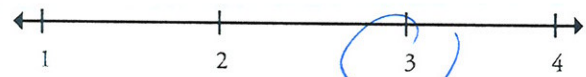
1.2
1.3
1.4
1.5
7.5
Ch 7 Review

Important Mathematical Ideas



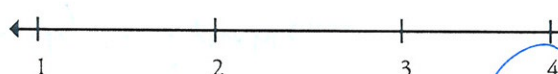
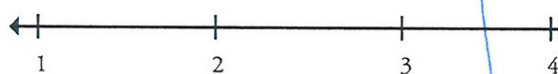
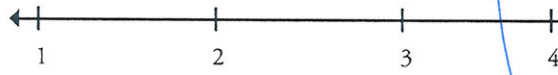
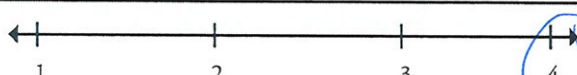
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
1.2 1.3 probs 7 + 10	Overall Rating 

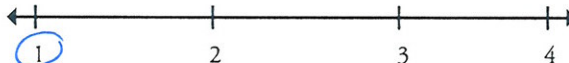
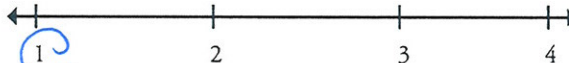
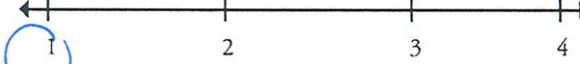
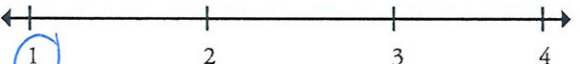
Title of Instructional Materials:

Interpreting Categorical and Quantitative Data (S-ID)

<p>Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>S-ID.6a</p> <p>6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i></p> <p>Note: Linear focus; discuss general principle.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>3.3 4.7 3.4 4.8 3.5 6.7 4.2 4.6</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

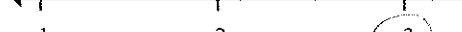
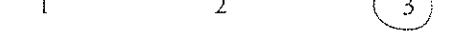

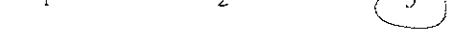
Title of Instructional Materials:

Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on two categorical and quantitative variables.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-ID.6b 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. b. Informally assess the fit of a function by plotting and analyzing residuals. <i>Note: Linear focus; discuss general principle.</i>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
1.7 prob 7	Covered minimally in 1 problem
	Overall Rating 

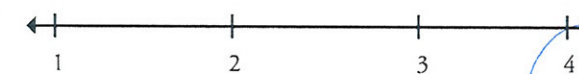
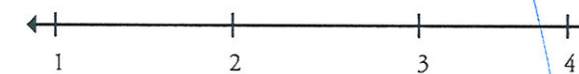
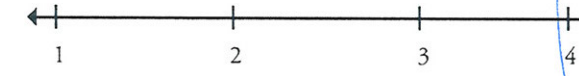
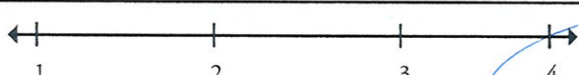
Title of Instructional Materials: _____

Interpreting Categorical and Quantitative Data (S-ID)

<p>Summarize, represent, and interpret data on two categorical and quantitative variables.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>S-ID.6c</p>	
<p>6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p>	<p>Important Mathematical Ideas </p>
<p>c. Fit a linear function for a scatter plot that suggests a linear association.</p>	<p>Skills and Procedures </p>
<p>Note: Linear focus; discuss general principle.</p>	<p>Mathematical Relationships </p>
	<p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
<p>2.4</p>	
<p>4.2</p>	
<p>4.3</p>	
<p>4.5</p>	
<p>4.6</p>	
<p>4.7</p>	
<p>4.8</p>	<p>Overall Rating </p>




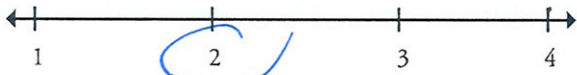
Title of Instructional Materials:

Interpreting Categorical and Quantitative Data (S-ID)

Interpret linear models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>S-ID.7</p> <p>Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <div style="display: flex; justify-content: space-between;"> 3.3 4.6 </div> <div style="display: flex; justify-content: space-between;"> 3.4 4.7 </div> <div style="display: flex; justify-content: space-between;"> 3.5 4.8 </div> <div style="display: flex; justify-content: space-between;"> 4.2 </div> <div style="display: flex; justify-content: space-between;"> 4.3 </div> <div style="display: flex; justify-content: space-between;"> 4.9 </div>	<div style="margin-bottom: 20px;"> <p>Important Mathematical Ideas</p>  </div> <div style="margin-bottom: 20px;"> <p>Skills and Procedures</p>  </div> <div style="margin-bottom: 20px;"> <p>Mathematical Relationships</p>  </div> <div style="margin-bottom: 20px;"> <p>Summary / Justification / Evidence</p> </div> <hr/> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <div> <p>Overall Rating</p>  </div>




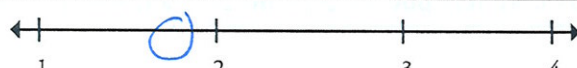
Title of Instructional Materials:

Interpreting Categorical and Quantitative Data (S-ID)

Interpret linear models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>S-ID.8</p> <p>Compute (using technology) and interpret the correlation coefficient of a linear fit.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Discovering Adv. Alg II. 5</i></p>	<div>Important Mathematical Ideas</div>  <div>Skills and Procedures</div>  <div>Mathematical Relationships</div>  <div>Summary / Justification / Evidence</div> <div>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</div> <div>Overall Rating</div> 

Title of Instructional Materials:

Interpreting Categorical and Quantitative Data (S-ID)

Interpret linear models.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-ID.9 Distinguish between correlation and causation.	Important Mathematical Ideas 
	Skills and Procedures 
	Mathematical Relationships 
	Summary / Justification / Evidence .
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>Discovering Adv. Alg 11.1 + 11.5</i>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

Reviewed By:

Title of Instructional Materials:

Key Curriculum

2+

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

